

# SC Annual School Report Card Summary

MINNIE HUGHES ELEMENTARY

Charleston

Grades: PK-6

Enrollment: 180

Principal: Abigail D. Woods

Superintendent: Dr. Nancy J. McGinley

Board Chair: Mr. Chris Fraser

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Met	N/A
2010	Average	Average	N/A	N/A	Met	N/A
2009	Average	Below Average	N/A	Silver	Met	N/A

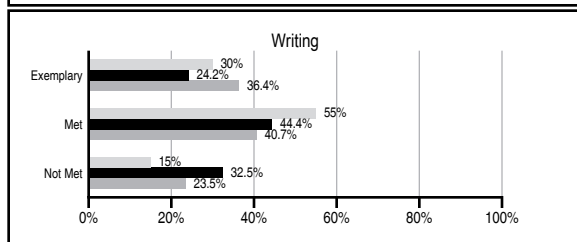
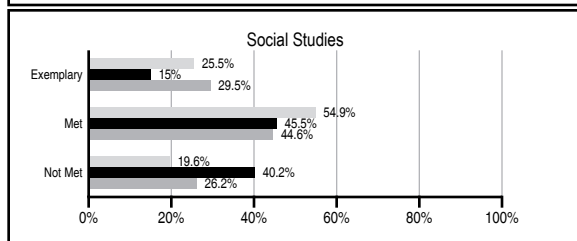
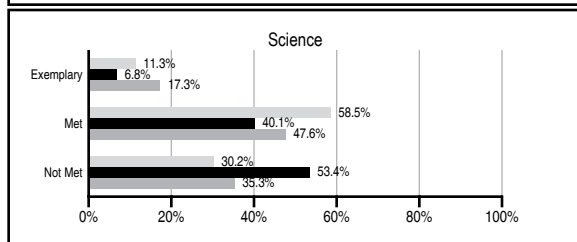
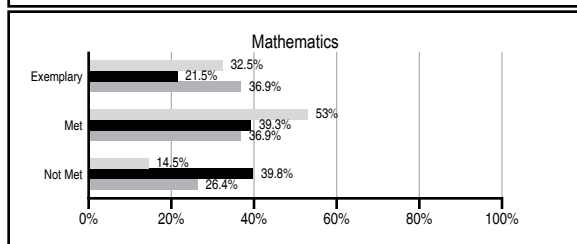
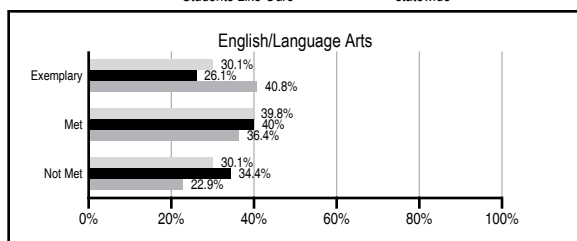
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	6	80	51	23

\* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

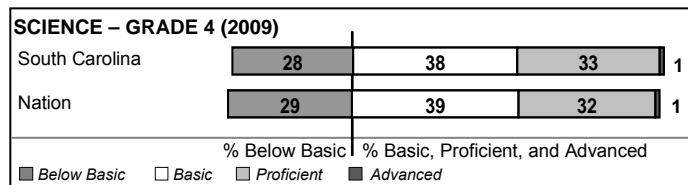
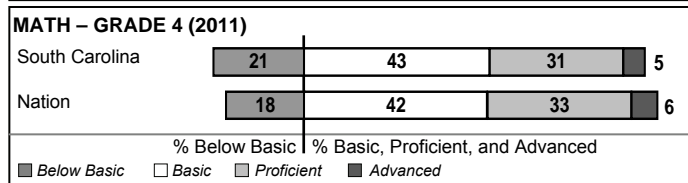
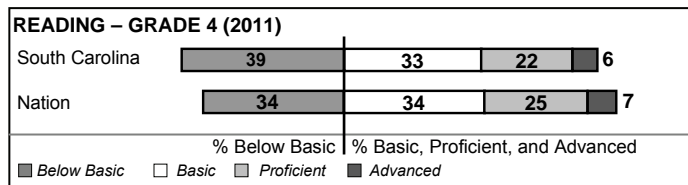
## PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

MINNIE HUGHES ELEMENTARY [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=180)				
Retention rate	1.2%	No Change	1.5%	1.1%
Attendance rate	98.4%	Up from 96.8%	96.0%	96.2%
Served by gifted and talented program	6.8%	Up from 5.1%	5.3%	13.4%
With disabilities other than speech	2.2%	Down from 3.1%	4.3%	4.1%
Older than usual for grade	1.1%	Up from 0.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	61.5%	Down from 63.6%	61.9%	62.5%
Continuing contract teachers	76.9%	Down from 81.8%	82.1%	88.2%
Teachers returning from previous year	85.6%	Down from 88.6%	84.6%	87.8%
Teacher attendance rate	96.8%	Down from 99.2%	95.2%	95.2%
Average teacher salary*	\$44,759	Down 4.7%	\$45,155	\$46,773
Classes not taught by highly qualified teachers	8.3%	Down from 10.0%	0.0%	0.0%
Professional development days/teacher	5.8 days	Down from 14.2 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 17.0	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 21.1 to 1	17.5 to 1	19.9 to 1
Prime instructional time	95.1%	Down from 95.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,572	Down 1.7%	\$8,514	\$7,447
Percent of expenditures for instruction**	54.8%	Down from 57.6%	67.6%	68.4%
Percent of expenditures for teacher salaries**	51.9%	Down from 54.7%	63.9%	65.8%
% of AYP objectives met	100.0%	No Change	76.9%	90.5%

\* Length of contract = 185+ days.  
\*\* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	10	12	12
Percent satisfied with learning environment	90.0%	100.0%	75.0%
Percent satisfied with social and physical environment	90.0%	100.0%	91.7%
Percent satisfied with school-home relations	55.6%	91.7%	66.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Students continue to flourish at Minnie Hughes Elementary! With continued growth and new initiatives, our students have truly accomplished a great deal this year. It is an exciting time to be a Minnie Cat!

Our award winning CORE Team, recognized by the district, implemented progress monitoring, a weekly data collection, for each individual student, and conducted detailed data analysis weekly at meetings. The time spent looking at data assisted teachers in examining and adjusting their teaching instruction or strategies based on the outcomes; we are a data driven school here at Minnie Hughes. The CORE Team monitored student progress through a school created spreadsheet as well, documenting data, interventions and "next steps" in the CORE process. Our interventions that were executed included research based Stars and Cars, Wilson Foundations and Fountas & Pinnell. We were also fortunate to have a First Grade Academy teacher and Literacy Coach to support our focus on literacy for our students and to maximize instruction in the classroom.

In addition, our highly dedicated and talented staff participated in various professional development opportunities within the five focus areas outlined by CCSD. Our main focus this year, and will continue into next, was developing a successful Reading and Writing Workshop in each classroom, as well as incorporating meaningful daily vocabulary lessons. To enhance instruction in these areas, the teachers incorporated vocabulary instruction techniques from the book Bringing Words to Life, began utilizing the Lucy Calkins writing program, fully implemented Scholastic's Guided Reading Program, and used the Descartes program to help drive differentiated classroom instruction based on individual students' MAP scores. The teachers also attended SMART technology training, including using enhanced classroom sound systems and SMART Document Cameras to aid in the facilitation of learning through technology. Many teachers began using Positive Behavior Interventions and Supports (PBIS), as well. We anticipate full implementation of the PBIS program next year.

Due to numerous budget cuts, we had to be creative in enhancing students' educational opportunities. Through an assortment of grants like the district's Challenge Fund, Farm-to-School state grant and the Title I Summer Intervention Program, we were able to secure additional monies. These finds are going to used to give the students of Minnie Hughes countless meaningful experiences that will broaden their educational backgrounds and promote higher level thinking.

Abigail D. Woods, Principal  
Doc Matthews, SIC Chair